Description: Play-based Pedagogies in Early Childhood

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>ECE</td>
<td>3103</td>
<td>70156</td>
<td>3, 2007</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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**Academic group:** FOEDU  
**Academic org:** FOE004  
**Student contribution band:** National Priority Teaching  
**ASCED code:** 070101

**STAFFING**
Examiner: Karen Noble  
Moderator: Noel Geoghegan

**REQUISITES**
Pre-requisite: ECE1101 and ECE2010

**OTHER REQUISITES**
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

**RATIONALE**
Contemporary discussion of integrative educational goals and practice recognises the integration of knowledge and experience in child-initiated learning. An increasing number of early childhood professionals and researchers are advocating for an integrated curriculum approach in the early childhood classroom. Recent conceptions of the 'integrated curriculum' encompass views that children derive multiple benefits from socially mediated learning; from engaging in play, problem-solving and projects that are contextualised in personally meaningful endeavours. It acknowledges that children have multiple pathways for learning, and that this learning occurs through a range of symbolic languages (verbal, written, graphic, musical and dramatic forms).

**SYNOPSIS**
Play resides as a central theme within the course, and students examine the role of play as integrative in the curriculum. To this end, they are engaged in exploring children's thinking and communication, to develop-in-depth skills in the documentation, and interpretation of play. Further to this, students explore how children's play can be scaffolded and evaluated within a play-based, integrated curriculum. Models of curriculum are explored, particularly as they apply to the teaching of children aged 4 to 6 years. Students examine a range of curriculum traditions, and compare them to recent
constructions of early childhood curriculum. In particular, the nature of the 'integrated curriculum' is examined, both theoretically, and in its practical applications, both in Australia and internationally.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate an understanding of children's thinking and communication as it is expressed through play (essay; and curriculum project)
2. demonstrate an understanding of the role of play as integrative in the curriculum (essay)
3. document and interpret children's play (essay; and curriculum project)
4. describe how children's play can be scaffolded and evaluated (curriculum project)
5. plan an integrated, play based early childhood program (curriculum project)
6. demonstrate an understanding of traditional approaches to curriculum in early childhood (essay; and curriculum project)
7. demonstrate an understanding of recent constructions of early childhood curriculum (essay)
8. describe the nature of the 'integrated curriculum', and the theoretical foundations of integrated curriculum approaches (essay; and curriculum project)
9. demonstrate an understanding of the multiple symbolic forms of representation in young children (essay; and curriculum project)
10. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (all assessment items).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Play and thinking</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Play as an integrative device</td>
<td>5.00</td>
</tr>
<tr>
<td>3. Dramatic play and drama</td>
<td>10.00</td>
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<tr>
<td>4. Documentation and interpretation of children's play</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Scaffolding and evaluating play</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Designing an integrated, play-based early childhood program</td>
<td>20.00</td>
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<tr>
<td>7. Traditional approaches to curriculum</td>
<td>5.00</td>
</tr>
<tr>
<td>8. Contemporary approaches to curriculum</td>
<td>5.00</td>
</tr>
<tr>
<td>9. Integrated curriculum, theory and practice</td>
<td>20.00</td>
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<tr>
<td>10. Multiple intelligence theory and its application in classroom practice</td>
<td>5.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For
costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


MacNaughton, G & Williams, G 2004, *Techniques for teaching young children*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>90.00</td>
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<tr>
<td>Private Study</td>
<td>75.00</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>ESSAY</td>
<td>100.00</td>
<td>40.00</td>
<td>14 Dec 2007</td>
</tr>
<tr>
<td>CURRICULUM PROJECT</td>
<td>100.00</td>
<td>60.00</td>
<td>25 Jan 2008</td>
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</table>

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them.
to maximise their chance of meeting the objectives of the course and to be informed of

course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily students must obtain at least 50%
of the marks available.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without (prior) approval of the examiner
   then a penalty of 5% of the total marks gained by the student for the assignment may apply
   for each working day late up to ten working days at which time a mark of zero may be
   recorded. No assignments will be accepted after model answers have been posted.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the total
   weighted marks available for the course.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of
   the marks obtained for each of the summative assessment items in the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
   Academic Misconduct for further information and to avoid actions which might contravene
   University Regulations. These regulations can be found at the URL
   http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ
   Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment
to the USQ. The onus is on the student to provide proof of the despatch date, if requested
by the examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced
within twenty-four (24) hours of receipt of request being made by the examiner. The
student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the
examiner may grant an extension of the due date of an assignment in extenuating
circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed
on paper-based media. The Faculty will NOT accept submission of assignments by
facsimile. Students who do not have regular access to postal services or who are otherwise
disadvantaged by these regulations may be given special consideration. They should
contact the examiner of the course to negotiate such special arrangements.

5 In the event that a due date for an assignment falls on a local public holiday in their area,
the due date for the assignment will be the next working day. Students are to note on the
assignment cover the date of the public holiday for the examiner's convenience.

6 Students who have undertaken all of the required assessments in a course but who have
failed to meet some of the specified objectives of a course within the normally prescribed
time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will
only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

1 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.